



The Maine Educational Assessment
Principal/Test Coordinator Manual
All Grades

March 2004

Maine Department of Education

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CHANGES TO THE 2003-04 MEA

1. **MEA Single Test Administration Schedule:** The MEA is scheduled to be administered March 1–12, 2004. This change to a single administration is possible because the number of content areas being assessed has been reduced.
2. **Subjects Assessed:** English language arts – reading and writing, mathematics, and science and technology are being assessed. The assessments in social studies, health education, and visual and performing arts have been moved to the local assessment system.
3. **MEA Online:** For Grade 8 only, the MEA will utilize the MLTI laptop computer capacity to make the English language arts – writing section of the MEA available as an option to schools that are certified to participate.
4. **Test Design:** The numbers of questions that comprise an individual student’s score have been increased to improve test reliability coefficients. While the earlier tests were adequate, the MEA results are now used in the process of certifying student achievement and to determine a school’s Adequate Yearly Progress, rather than primarily as a tool for program evaluation. The change in test design has been accomplished without significantly increasing the time a student is engaged in the assessment process.
5. **Writing Assessment:** The writing assessment now includes two shorter writing tasks (20 minutes) in addition to the writing prompt to better measure *Learning Results* expectations for writing. While the longer writing prompt (45 minutes) will be retained, the integrated reading/writing task will no longer be used. The evaluation of three, rather than two, samples of student writing should produce more consistent student and school scores.
6. **Writing Scoring:** Measured Progress scorers, rather than Maine teachers, will accomplish the scoring of writing. This change is necessitated by the new NCLB reporting timelines. Scoring will be to the same standards as in past years.
7. **Released Items:** The new test design requires a reduction in the number of items that may be released each year for school use to 50% of the items that comprise a student’s score, so that tests may continue to be equated from year to year. The released items will be representative of all of the content standards assessed. One of the two writing tasks will be released each year, along with the longer prompt.
8. **School and Student Reports:** The modifications in the MEA test specifications will support a more detailed student report with a chart showing the strengths of the performance information being reported for *Learning Results* content standard clusters. School and District Summary Reports will be revised to report similar information. Both individual student and summary reports will not use scale scores, but will show the strength or weakness of the student performance in relation to the “Meets the Standards” cut score.
9. **Reports Available Earlier:** The return date for all MEA results, including the MEA/PAAP, is July 15, 2004.

For more information regarding these changes, please refer to Informational Letters #67 (dated May 2, 2003) and #75 (dated January 27, 2004), available at <http://www.state.me.us/education>.

IMPORTANT CONTACT INFORMATION

GENERAL INFORMATION

Measured Progress 1-800-431-8901

MEA Online Helpdesk..... 1-877-934-8378 OR
meaonline@measuredprogress.org

TO ORDER MATERIALS OR UPS PICK-UP

Measured Progress Distribution Center 1-866-812-6433 OR
<http://iservices.measuredprogress.org>

INFORMATION ABOUT MEA POLICY

Maine Department of Education 1-207-624-6774 OR
1-207-624-6775

IMPORTANT DATES

TEST ADMINISTRATION March 1–March 12, 2004

DATE TEST MATERIALS MUST BE SHIPPED

TO MEASURED PROGRESS March 17, 2004

TEST SECURITY

All test materials and student responses in the Maine Educational Assessment (MEA) are secure material and **may not be duplicated** in any way or retained in the school after MEA testing is completed.

PURPOSE OF DOCUMENT

This manual provides information about test administration procedures for the English language arts reading and writing, mathematics, and science and technology assessments. The tests administered for these content areas are aligned directly with the state of Maine *Learning Results* and include multiple-choice, short-answer (mathematics only), and constructed-response questions.

For details on the structure, format, and content of these state-developed tests, visit the MEA home page for the Maine Department of Education at www.state.me.us/education/mea/meahome.htm. Results from these tests for individual students, schools, and school districts will be reported in July 2004.

Principals and designated test coordinators must read this manual thoroughly prior to testing and be familiar with the instructions given in the *Test Administrator Manual* included with the MEA testing materials.

In addition, prior to testing, principals and test coordinators should have

- 1) thoroughly reviewed *Policies and Procedures for Accommodations and Alternate Assessment to the MEA* on pages 20–23;
- 2) thoroughly reviewed the *MEA Operational Procedures Document* located on the MEA Web site listed above; and
- 3.) thoroughly reviewed the Requirements for Scheduling and Administration included on page 11.

Further questions or concerns about these documents and resources can be answered by calling Measured Progress at 1-800-431-8901.

OVERVIEW OF THE MAINE EDUCATIONAL ASSESSMENT

The Maine Educational Assessment (MEA) is a comprehensive statewide testing program that has, since its origination in 1985, measured the academic achievement of well over one-half million Maine students. Initiated by the Educational Reform Act of 1984, the MEA has been utilized by Maine educators as an indicator of the effectiveness of curriculum and instruction and as a stimulus to school improvement. The program has been recognized nationally for its innovative design and content.

In 1993, the Maine legislature directed the state Board of Education to establish a task force on *Learning Results* to “develop long-range education goals and standards for school performance and student performance.”

In March of 1996, the Maine legislature adopted the *Learning Results* to establish education standards that apply to all Maine students’ education at public expense. The legislation, *An Act to Initiate Education Reform in Maine*, requires that a system for assessment of student work be established as described in section 8 of the law:

Student achievement of the learning results established in the Maine Revised Statutes, Title 20-A, section 6209 must be measured by a combination of state and local assessments to measure progress and ensure accountability. The fourth-, eighth-, and eleventh-grade results of the Maine Education Assessment, the “MEA,” are the state assessment used to measure achievement of the *Learning Results*. Local school administrative units may develop additional assessments to measure achievement of *Learning Results*, including student portfolios, performances, demonstrations, and other records of achievements.

The *Learning Results* are based upon the beliefs that

- ◆ all students should aspire to high levels of learning;
- ◆ achievement should be assessed in a variety of ways; and
- ◆ completion of public school in Maine should have common meaning for all students.

The *Learning Results* address eight subject areas:

- | | |
|---------------------------------|----------------------------------|
| ◆ Career Preparation | ◆ Modern and Classical Languages |
| ◆ English Language Arts (ELA) | ◆ Science and Technology |
| ◆ Health and Physical Education | ◆ Social Studies |
| ◆ Mathematics | ◆ Visual and Performing Arts |

Student achievement in these subject areas will be assessed in multiple ways through the **Comprehensive Assessment System** approach, which uses a combination of local assessments and the Maine Educational Assessment.

OVERVIEW OF THE PRINCIPAL/TEST COORDINATOR'S RESPONSIBILITIES

The informed cooperation of every school principal/test coordinator is essential to ensure that the March 2004 MEA test administration proceeds smoothly, test materials are properly accounted for, and student responses are accurately analyzed. The quality and usefulness of assessment data collected will depend, in large part, on the statewide uniformity of test administration procedures. For this reason, the instructions given in this manual and in the *Test Administrator Manual* must be followed closely by each principal, test coordinator, and test administrator.

As principal/test coordinator, your primary responsibilities are

- to serve as the **sole** contact person between your school and Measured Progress, the Department of Education's testing contractor;
- to coordinate all test activities in your school and ensure compliance with MEA testing requirements;
- to coordinate the testing of out-of-school placement students both received and/or sent by your school;
- to prepare teachers to administer the MEA according to the directions of the *Test Administrator Manual*; and
- to oversee the inventory, security, distribution, collection, and return of all test materials.

TEST SECURITY AND ETHICS

The quality and usefulness of the assessment data generated by the MEA depends, in large part, on the uniformity of test administration and the security of test materials. Valuable information about student achievement of content standards measuring *Learning Results* effectiveness will be seriously compromised if test security is not strictly implemented and maintained. School principals are responsible for ensuring that the MEA administration takes place in accordance with these guidelines. **Duplication of any portion of the MEA test materials or student responses is strictly forbidden**, including but not limited to audiotaping, videotaping, photographing, photocopying, and handwritten copying. No test materials of any kind may be retained, discarded, recycled, removed, or destroyed.

PRINCIPAL'S RESPONSIBILITIES

As principal, you are ultimately responsible for the security of MEA test materials while test materials are in your school building. It is critical that you or your designee

- inventory the test materials received by your school;
- monitor the distribution and use of these materials;
- prior to March 1, 2004, send an appropriate number of *Test Administrator Manuals*, student test material sets, and a *Principal/Test Coordinator Manual* to schools that currently receive your students in an out-of-school placement. Please note the manuals are not secure and may be duplicated as needed or downloaded from the MEA home page at <http://www.state.me.us/education/mea/meahome.htm>. The materials must be transmitted either by school personnel or via certified mail. You must receive these materials back in time to include them in your return shipment by March 17, 2004; and
- ensure complete and error-free return of materials to the testing contractor when testing is completed; **materials must be shipped no later than March 17, 2004.**

Call Measured Progress at 1-800-431-8901 if questions arise, or if any situation occurs that could cause any part of the test administration to be compromised.

PENALTIES

Failure to comply with the administration and security requirements described in this document may result in one or more of the following penalties:

- delay in reporting of student, school, or district results;
- invalidation of student, school, or district results; and/or
- recommendation by the Department of Education to the School Board that investigation of school personnel be considered for action.

STUDENT USE OF TEST MATERIALS

The MEA is designed to provide information about student achievement. The accuracy and value of this information is directly influenced by how students handle test materials and respond to test questions. As principal/test coordinator, you are ultimately responsible for ensuring that students are properly instructed in the use of test materials and that students are given the opportunity to do their best.

Schools must ensure that

1. students are informed about the importance of the MEA before testing begins. Students must be alerted that their test results will be included in their permanent school records; a copy of the test results will be provided to their parent(s) or guardian(s); and test results, including sample student responses, will be used by teachers to help improve academic performance.
2. student testing materials are handled and completed properly. Students must use only the test materials assigned to them. Furthermore, designated school staff must ensure that each student receives a set of test materials for the appropriate grade and that each student accurately completes the identification information on his or her Student Response Booklet. Students must complete all name grids and fill in the corresponding circles accurately. **This information is critical to reporting student results. Incorrectly gridded student information may result in no scores for the affected student(s).**
3. students are advised against any form of cheating. Students may only provide answers that are strictly their own. They may not use other students' answers in any way; consult notes, textbooks, or other teaching materials; share test

questions with other students; or consult other students, staff, or anyone else accessible to them during test administration.

4. students are informed that they will have a specific amount of time to complete each session, with a specified amount of additional time. They need to work steadily and provide their best answers.
5. students are informed that they will be required to make up any test session missed due to absence from school, and that they are encouraged to avoid absences during the two-week testing period.
6. students are informed that responses identified in the scoring process indicating that the student's physical/emotional health or personal safety may be in jeopardy may be referred to appropriate local school district personnel. All referrals are confidential and any decisions connected with these referrals are under the jurisdiction of the local district.

PREPARING FOR TEST ADMINISTRATION

ARRANGE OUT-OF-SCHOOL PLACEMENT TESTING

___ Communicate with schools that receive your students for out-of-school placement. Agree upon a point of contact, method, and time-frame for transmitting the test materials. The materials must be couriered between schools by school personnel or sent through certified mail. The used materials must be returned to the sending school in time to include them in the return shipment by March 17, 2004.

___ Schools that receive out-of-school placement students must complete the Student Tracking Information Form found on page 28 of this manual after testing and return the form along with the test materials to the sending school. They are responsible for receiving the test materials, administering the MEA, completing the Student Tracking Information Form, and returning the materials with the completed form to the sending school immediately at the end of the testing window.

PARENT/STUDENT NOTIFICATION

Several days in advance of the first administration session, the principal or test coordinator must do the following.

___ Notify parents and students of the testing schedule, and discourage absences.

___ Notify students that they

- must bring a number two pencil to each testing session,
- will need a calculator for certain sections of the mathematics assessment, and
- may bring a book to read in case they finish working before the end of the session.

READ THE MANUALS

The test administrator and principal/test coordinator manuals contain all the steps to be followed before, during, and after testing. Understanding of and compliance with each of these steps is vital to a successful MEA administration.

INVENTORY OF TEST MATERIALS

Instruct your school staff (custodians, support staff, and others) to notify you **immediately** upon receipt of the materials. Testing materials may be easily identified by the Measured Progress information on the carton(s). **If you have not received your test materials by February 25, 2004, immediately call Measured Progress at 1-866-812-6433.**

Inventory the test materials **immediately upon receipt** by using the *Materials Summary Sheet* packed at the top of carton 1. Mark the quantity shipped for each item under the heading “Qty Received” on the form.

Test materials have been packed in the carton(s) from top to bottom in the order shown below.

Table 1. Contents of Shipping Carton(s)	
Top of Carton 1	
<i>Materials Summary Sheet</i>	
UPS Return Service Label with instructions	
<i>Principal/Test Coordinator Manual</i> (may be duplicated if extra copies are needed)	
<i>Test Administrator Manuals</i> (may be duplicated if extra copies are needed)	
Class Identification Sheets	
School Questionnaire with envelope and answer sheet	
Administrative Forms envelope	
Answer Document envelope(s) for the used Student Response Booklets	
Special Handling envelope	
Class packs of student test materials including student test booklets with inserted matching Student Response Booklets and the orange mathematics reference sheets	
* Note: Some schools may also receive sheltered English, large print, or Braille versions of the MEA if those materials were requested.	
Bottom of Carton 1 (or last Carton)	

- Call Measured Progress immediately at 1-866-812-6433, if you are missing any materials listed on your *Materials Summary Sheet*, or if you need additional testing materials. You may also order additional materials on the Internet by visiting the following Web site: <http://iservices.measuredprogress.org>.
- Save the original carton(s) for the return of test materials. Each carton carries a pre-printed bar code label identifying testing materials for your school. **Do not remove, destroy, or deface this label;** the information on the label will expedite tracking of returned test materials.

STORE TEST MATERIALS

Designate a **secure** location for the storage of all test materials when they are not being used. **Only you or your test coordinator should have access to this secure storage location.**

Under no circumstance should anyone have access to test materials other than individuals designated by you to be directly involved with test distribution or administration, and students enrolled in grades 4, 8, and 11 during actual test administration. You are responsible for protecting test materials from being viewed by unauthorized individuals, from receipt of the materials by your school until their return shipment to the testing contractor.

Any loss of test materials should be immediately reported to Measured Progress. All state-developed test materials must be shipped to the testing contractor on or before March 17, 2004.

DETERMINE HOW STUDENTS WILL PARTICIPATE

As principal, you must ensure that all students in your school in grades 4, 8, and/or 11 participate in the MEA as required by the Education Reform Legislation of 1984. Some students may require testing accommodations or a personalized alternate assessment portfolio (PAAP) defined in the *Policies and Procedures for Accommodations and Alternate Assessment to the MEA* located on pages 20 through 23. Communicate with the special education director (or other special education specialist) at your school to ascertain how each student with an identified disability in your school will participate in testing. This decision should have been made by the Pupil Evaluation Team (PET) and documented in the IEP. Decisions for students not served through an IEP should be made by a team as described in the *Policies and Procedures for Accommodations and Alternate Assessment* and documented in the student's cumulative folder.

Student Test and Response Booklets

Page 2 of the Student Response Booklet requests information about student participation in special programs, and the need for accommodations and/or alternate assessment. As principal, you or your test coordinator must collect the following information for all students

- who enrolled in your school and/or district after October 1, 2003,
- who are eligible for the National School Lunch Program (NSLP),
- who participate in Title 1A programs,
- who are migrant students,
- who have an identified disability under IDEA-97,
- are limited English proficient (LEP),
- who participate in a state-approved gifted and talented program,
- who have a 504 Plan,
- who are home-schooled students who will be participating in the MEA,
- who require accommodations,
- who require alternate assessment and/or,
- who are repeating their grade and who participated in the MEA last year. (Students only participate the first year at each grade level.)

For private schools that contain eleventh grade students and receive public funding for 60% or more of their students, also obtain the names of the students whose tuition is paid for with private funds if they are participating in the MEA.

For each student who will be tested with accommodations

___ Obtain from the student's team a description of, and an explanation of the necessity for, such accommodations. (This documentation will be included in the student's cumulative folder or in the IEP for a student with an identified disability.)

___ Designate enough qualified staff to provide the accommodations recommended by the student's team.

For each student receiving alternate assessment for part or all of the MEA

___ Obtain from the student's team an explanation of the necessity for alternate assessment. (This documentation will be included in the student's cumulative folder or in the IEP for a student with an identified disability.)

DESIGNATE TEST ADMINISTRATORS

___ Designate enough test administrators to ensure that

- each test session can be administered simultaneously to all students being tested,

- students can be tested in small groups in a classroom setting that provides sufficient testing space per student to eliminate the possibility of cheating,
- students who need them are provided with appropriate accommodations, and
- makeup test completion sessions will be supervised by a test administrator.

___ Schedule a meeting to be held with test administrators.

___ Distribute a copy of the *Test Administrator Manual* to each designated test administrator. The manual may be duplicated if additional copies are required or printed from the Maine Department of Education's Web site. Notify all test administrators that they must read the manual thoroughly prior to the meeting.

PREPARE YOUR SCHOOL'S TEST SCHEDULE

___ Develop a testing schedule for your school prior to March 1, 2004.

Requirements for Scheduling and Administration

Testing Sessions

Each of the content area tests in grades 4, 8, and 11 will be administered in multiple test sessions for English language arts reading and writing, mathematics, and science and technology. The table below shows the total number of administration sessions required for each grade level and content area. If your school uses block scheduling and you schedule two (or more) test sessions in one block, you should include a break of at least 10 minutes between test sessions. Except for makeup sessions or sessions for students requiring test accommodations, the test sessions must follow the order listed below.

Test Session Order and Time Estimates for Each Session

Identification Information Session	15 minutes (plus additional time as needed)
Session 1A: Writing Prompt	45 minutes (plus maximum of 25 minutes of additional time, if needed)
Session 1B: Writing Tasks (2)	40 minutes (plus maximum of 20 minutes of additional time, if needed)
Session 2A: Reading	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 2B: Reading	35 minutes (plus maximum of 10 minutes of additional time, if needed)
Session 2C: Reading	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 2D: Reading	35 minutes (plus maximum of 10 minutes of additional time, if needed)
Session 3A: Mathematics (no calculator)	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 3B: Mathematics	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 3C: Mathematics	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 4A: Science and Technology	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 4B: Science and Technology	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 4C: Science and Technology	45 minutes (plus maximum of 15 minutes of additional time, if needed)
Session 5A: Student Questionnaire	15 minutes (plus additional time as needed)

Student Identification and Student Questionnaire Sessions

Please note that 15-minute sessions must be included in the schedule for students to complete other test-related tasks. These include completing student identification information on the Student Response Booklets and responding to the Student Questionnaire. The accuracy of the identification information and student responses to the questionnaires is critical since it will be used to provide aggregate data for student and school reports to schools and parents. For schools that choose to administer the grade 8 writing test using the MEA Online Testing System, please be sure to allow enough time to log students into the system.

Standardized Administration of Test Sessions

The timing and scheduling of the Maine Educational Assessment tests are based on the following time estimates for each different type of question administered:

- 1 minute for each multiple-choice question;
- 2 minutes for each short-answer question (mathematics only); and
- 5–10 minutes for each constructed-response question.

The guidelines for scheduling are based on the assumption that most students will complete the test within the time estimates outlined on the previous page. Each session should be scheduled to include the maximum additional time allowed for those students requiring more time. Classrooms experiencing a unique situation in test administration that affects testing time should contact the Maine Department of Education or Measured Progress.

Concurrent Administration Within School Buildings

Each test session must be administered **simultaneously** to all students in the tested grade in your school. For example, all grade 8 students in a particular school will take Science and Technology—Session 4A at the same time, Science and Technology—Session 4B at the same time, and so on. This requirement allows the testing environment to be standardized and minimizes potential test security problems. The only exceptions to this requirement for concurrent test administration are students taking the test with accommodations and makeup testing.

Makeup Testing

It is important that every student complete every MEA test session. Test administration should begin early in the first week (March 1–5, 2004) of the testing period in order to complete all makeup testing by March 12, 2004. If makeup testing cannot be completed by March 12, 2004, the administrator should contact the MEA Coordinator, Horace (Brud) Maxcy, at (207) 624-6774 or send an E-mail to brud.maxcy@maine.gov.

___ Plan times into your schedule for makeup test sessions.

Testing Environment

Test sessions (when possible) should be administered in a classroom setting. Auditoriums, cafeterias, libraries, hallways, study halls, and other non-classroom settings may be uncomfortable, noisy, and distracting to the student, and are therefore not ideal test settings. You should ensure that tests are administered in rooms with adequate lighting, ventilation, space, and furniture to enable students to work comfortably and without disruption.

___ Designate enough classroom spaces in your schedule to allow for

- all students in a grade to be tested at the same time with sufficient personal testing space per student to eliminate the opportunity for cheating, and
- separate classroom space for makeup testing.

PREPARE THE TRACKING DOCUMENTS

___ Develop a system for tracking test materials.

A sample School Test Materials Tracking Form is enclosed on page 25 of this manual. You may modify this document or create your own. Tracking documents should be attached to any and all containers used to distribute test

materials during test administration. Tracking documents should be stored securely with test materials when not in use.

You are responsible for the security of test materials while they are on school premises. You must be able to

- verify that testing materials are being distributed accurately and in accordance with test security and ethics requirements,
- identify the location of materials at any given time during test administration, and
- locate any misplaced materials.

Authorized school personnel must be present whenever testing materials are being used or transported in the school building.

Any individual designated by you to be involved in the handling and security of test materials as they are moved within your school should be an education professional employed by the district and thoroughly familiar with principal/test coordinator and test administrator responsibilities. Investigate immediately any irregularity in the use of tracking documents or in the information they contain.

You **should retain** the tracking documents at the conclusion of testing. It is recommended that you store the tracking documents in a secure location after the conclusion of the MEA administration for future reference regarding test materials and their distribution.

PREPARE OPTIONAL SCHOOL OR DISTRICT QUESTIONNAIRE ITEM

The Student Questionnaire—Session 5A allows schools and districts the option of collecting responses to a locally developed question that has answer options A–D.

___ Develop one local question with up to four answer options prior to March 1, 2004. The local question is to be written on the blackboard or shown on an overhead projector, and must be numbered question 29 for grade 4, question 34 for grade 8, and question 35 for grade 11. Students will mark their answers to the locally developed questionnaire item in the Student Response Booklets during the Student Questionnaire—Session 5A.

Results from locally developed questions will be reported to schools along with other test results. You should retain a copy of the question and each possible answer to facilitate interpretation of questionnaire data when results are reported.

PREPARE OPTIONAL STUDENT IDENTIFICATION NUMBERS

Just as last year, schools will have an option to record student identification numbers for districts that currently have an electronic data management system. The ten-digit grid can be found in Box D on page 1 of the Student Response Booklet. This option will enable districts and/or schools to perform limited analysis of their results.

PROVIDE NECESSARY TOOLS

At the top of the page for each test session in the *Test Administrator Manual* is a box that specifies what materials are needed/allowed for that test session. Spelling tools, dictionaries, and thesauruses are allowed in the writing sessions **only**. Calculators, including calculator watches, are allowed for mathematics test sessions except the session marked as “no calculator.” Posters of general scoring rubrics routinely used during classroom instruction and assessment may remain in the classroom. All materials not specified in the *Test Administrator Manual* are prohibited during the MEA administration.

MEETING WITH TEST ADMINISTRATORS

Prior to March 1, 2004, meet with all designated test administrators to

- ___ distribute *Test Administrator Manuals*
- ___ assign each test administrator a specific group of students for testing
- ___ assign each administrator a teacher/class code number if you are requesting reports by classroom
- ___ notify them of the testing schedule for your school
- ___ inform them about test material tracking procedures and documents
- ___ notify them of your school's procedures for makeup sessions
- ___ discuss the procedures for making spelling tools, dictionaries, thesauruses, and calculators available to students during appropriate test sessions
- ___ provide locally developed questionnaire item (optional)
- ___ provide test administrators with the following information, which must be encoded on page 2 of the Student Response Booklet at the end of testing.

◆ *for each student who enrolled in your school and/or district after October 1, 2003*

- the student's name

◆ *for each student who is eligible for the National School Lunch Program (NSLP)*

- the student's name

◆ *for each student who participates in Title 1A programs*

- the student's name and whether they received Title 1 supplemental services in reading and/or mathematics during any part of 2003–2004

◆ *for each migrant student*

- the student's name and the category that best describes his or her migrant education program

◆ *for each student with an identified disability under IDEA-97 who has an IEP*

- the student's name and appropriate special education code to identify his/her disability(ies)

- | | |
|--|---------------------------------|
| 1. Mental Retardation | 8. Other Health Impairment |
| 2. Hearing Impairment | 9. Specific Learning Disability |
| 3. Deafness | 10. Deaf/Blind |
| 4. Speech & Language Impairment | 11. Multiple Disabilities |
| 5. Visual Impairment Including Blindness | 12. Not Used |
| 6. Emotional Disability | 13. Autism |
| 7. Orthopedic Impairment | 14. Traumatic Brain Injury |

- whether the student, based on the IEP, will participate in all or part of the MEA with allowable accommodations, along with the appropriate codes (see page 23)

- whether the student, based on the IEP, will participate in all or part of the MEA through a personalized alternate assessment portfolio (PAAP). See page 23 for alternate assessment content areas.
- ◆ *for each Limited English Proficient (LEP) student*
- the student's name and whether he or she is a current LEP student or a former LEP student who has been reclassified non-LEP
 - whether the student, based on a team decision, will participate in all or part of the MEA with allowable accommodations, along with the appropriate codes (see page 23)
 - whether, based on a team decision, the student will participate in all or part of the MEA through a personalized alternate assessment portfolio (PAAP). See page 23 for alternate assessment content areas.
- ◆ *for each student in a state-approved gifted and talented program*
- the student's name
- ◆ *for each student with a 504 Plan*
- the student's name
 - whether the student, based on a team decision, will participate in all or part of the MEA with allowable accommodations, along with the appropriate codes (see page 23)
 - whether, based on a team decision, the student will participate in all or part of the MEA through a personalized alternate assessment portfolio (PAAP). See page 23 for alternate assessment content areas.
- ◆ *for each home-schooled student*
- the student's name
- ◆ *for private high schools that receive public funding for 60% or more of their students*
- the names of eleventh-grade students who are participating in the MEA whose tuition is paid for with private funds. (Testing is optional for these students.)
- ◆ *for each student provided with authorized instruction accommodations*
- the student's name
 - whether, based on a team decision, the student will participate in all or part of the MEA with allowable accommodations, along with the appropriate codes (see page 23)
- ◆ *for each student receiving alternate assessment (PAAP)*
- the student's name
 - whether, based on a team decision, the student will participate in all or part of the MEA through a personalized alternate assessment portfolio (PAAP). See page 23 for alternate assessment content areas.

- ◆ *for each student who is repeating the 4th, 8th, or 11th grade and who participated in the MEA last year (Students only participate the first year at each grade level.)*

- the student's name

- ◆ *(optional) student identification number for each student you wish to track using this method*

- the student's name and identification number (up to ten digits)

- ◆ *for each student who takes the writing test using the MEA Online Testing System*

- the student's name and unique MEA Online Testing System identification number

___ provide test administrators with number two pencils (Remember, the MEA cannot be taken using a pen except for the writing sessions.)

___ answer questions regarding test administration procedures

CONDUCTING TEST ADMINISTRATION

DISTRIBUTING TEST MATERIALS

Test materials include Student Test Booklets and matching Student Response Booklets shrink-wrapped separately in class packs of either 5, 10, or 15. The quantity is indicated on the label on the top of each class pack. The orange mathematics reference sheets are included on the bottom of each class pack.

___ Prior to March 1, 2004, send an appropriate number of *Test Administrator Manuals*, student test material sets, and a *Principal/Test Coordinator Manual* to schools that currently receive your students in an out-of-school placement, if applicable. Please note the manuals are not secure and may be duplicated as needed or downloaded from the MEA home page at <http://www.state.me.us/education/mea/meahome.htm>. The materials must be transmitted either by school personnel or via certified mail. You must receive these materials back in time to include them in your return shipment by March 17, 2004.

___ Distribute class packs of test materials to test administrators for review before the first scheduled administration session. Issue enough class packs to each test administrator's assigned group. Also provide sheltered English, large print, and Braille test materials to the test administrators, as applicable, at this time. Be sure to caution test administrators **not** to separate the test booklets and the matching inserted student response booklets.

You may wish to organize class packs in containers such as milk crates or boxes in order to facilitate their distribution to test administrators. Each such container of materials must be accompanied by a tracking sheet. **All** testing materials that are not needed for administration (extra booklets, etc.) must be returned immediately to you and stored in a secure location. Unused test materials must be inventoried and returned with other test materials on or before March 17, 2004.

MONITORING/ENFORCING SECURITY REQUIREMENTS

During test administration, you are responsible for enforcing security requirements as test materials are handled and transported by test administrators and other authorized school personnel.

___ Monitor correct use of tracking documents. Investigate immediately any irregularity in the use of tracking documents or in the information they contain. Call Measured Progress at 1-800-431-8901 immediately if any situation occurs that could cause test administration to be compromised.

CONCLUDING TEST ADMINISTRATION

COLLECTING ALL STUDENT TEST MATERIALS

Collect and inventory all testing materials upon completion of testing **including those sent to schools that receive your students for out-of-school placement**. Ensure that **all** test materials, used and unused, including all makeup materials, have been returned by each test administrator, including

___ Student Test Booklets,

___ Student Response Booklets, and

___ Test Administrator Manuals.

Ensure that

- each Student Response Booklet is in good condition, free of stray marks and eraser bits; that erasures have been made completely; and that there are no rubber bands, paper clips, staples, and extraneous paper inserted;
- the student information section on page 1 of each Student Response Booklet is completed correctly; and
- the “Student Program Participation Information” section on page 2 of each Student Response Booklet is **completed accurately** by filling in all bubbles that apply.

___ Verify that the identification information section on the Student Response Booklet cover is completed for **every** fourth-, eighth-, and eleventh-grade student in your school.

CLASS IDENTIFICATION SHEET

The student level class report, called the Common Item Class Report, which is returned to schools with other reports on the MEA test, indicates each student’s response to released multiple-choice items and points earned on released constructed-response items used to generate the students’ scores in reading, writing, mathematics, and science and technology. Due to changes in test design, 50% of the items used to generate the students’ scores will be released. The Common Item Class Report also shows the students’ test scores compared with statewide scores.

You have a choice of obtaining this report for the entire tested grade in your school or for separate classrooms. If you do not request classroom results, students will be listed alphabetically in one large list. If you request classroom results, they will be listed alphabetically within each separate class. **The “Classroom Reports” box on page 2 of the Student Response Booklet must be completed for every student in order to receive your Common Item Class Report by classroom or subgroup.**

If you have requested individual classroom results for your Common Item Class Report (and permanent records labels) and you want them identified with a teacher name rather than a number, please complete one Class Identification Sheet for each classroom. Indicate the teacher or class name and the corresponding assigned code number that is to appear on the reports. Finally, mark the total number of students in each classroom. Place one of these sheets on top of each applicable stack of Student Response Booklets before returning the materials to Measured Progress. (Subgroups other than classrooms may be used, but you must sort the Student Response Booklets by the subgroups you choose and place the appropriate Class Identification Sheet on top of each subgroup.)

If you want item results for the entire tested grade rather than for separate classrooms, do not use the Class Identification Sheets or provide teacher names/codes.

COMPLETING THE SCHOOL QUESTIONNAIRE

___ Complete one School Questionnaire per grade tested. This may be completed by you and/or groups of teachers.

COMPLETING THE STUDENT TRACKING INFORMATION FORM

New this year, all schools that receive students for out-of-school placement must complete the Student Tracking Information Form. The scores for these students will be included in the sending school's results.

___ Photocopy and complete the form found on page 28 of this manual. Return the completed form with the test materials to the sending school. Keep a copy of the form for your school records.

RETURNING TEST MATERIALS

All test materials must be shipped for return to Measured Progress using the UPS Return Service form provided no later than March 17, 2004.

___ Use the original carton(s) for return shipment of materials. The bar code label on the carton must be **intact** and **unobscured**. If the bar code label is missing, write your school name and return address on the carton. **Remove, cross out, or tape over any old address labels.**

Packing Test Materials for Return

___ Pack test materials for one grade only per box. For example, if your school's enrollment includes both grade 4 and grade 8, pack grade 4 materials in one box and grade 8 materials in another.

___ Do not use rubber bands, staples, or paper or binder clips when repackaging materials. You may use packing material, such as crumpled paper, to keep items from shifting during shipping.

___ Inventory all materials as they are packed, using the *Materials Summary Sheet*. Mark the quantity packed for each item under the heading "Qty Returned" on the form.

___ Separate used and unused test materials. Remember: Student Identification sections of the Student Response Booklets must be completed for **each** student enrolled at grades 4, 8, and 11; these booklets will be treated as "USED." Booklets received that are in excess of the number of students enrolled are "overage" and are treated as "UNUSED." If test materials are marked "VOID" during test administration, identify them as "UNUSED."

___ Place all writing rough drafts and prewriting activities in the box.

___ Place all original and photocopied Test Administrator Manuals in the box.

___ Place all unused test materials (including voided booklets) in the box.

___ Place all used Student Test Booklets in the box, including all large print, Braille, and sheltered English mathematics test booklets. The booklets do not have to be alphabetized.

___ Place the Student Response Booklets requiring **special attention** in the special handling envelope. These include booklets that may be damaged or require hand scoring. Booklets for students who had accommodations or participated in a PAAP, as well as large print, Braille, and sheltered English booklets **do not** need to be placed in the special handling envelope. All booklets in this envelope should be accompanied by a letter written by school personnel explaining why the booklet should be handled separately from the rest of the booklets being returned. Call Measured Progress at 1-800-431-8901 to discuss details of non-routine administration situations.

___ If you are using class identification sheets, be sure that the identification sheet is placed on top of the response booklets for each class or group.

___ Place all used Student Response Booklets that require **no special handling** in the “Answer Documents” envelopes and then place them in the box. The booklets do not have to be alphabetized.

___ Insert the ***Materials Summary Sheet***, the **Student Tracking Information Form**, if applicable, and a **roster of students at the grade(s) tested** in the Administrative Forms envelope. The answer sheet for the **school questionnaire** should be inserted in its own envelope, then place it and the questionnaire in the Administrative Forms envelope.

Pack the materials in shipping carton(s) in the following order, from top to bottom:

Table 2. Contents of Return Shipping Carton(s)
Top of Carton 1
Administrative Forms envelope containing the <i>Materials Summary Sheet</i> , Student Tracking Information Form, if applicable, School Questionnaire and answer sheet (in a sealed envelope), roster of students at grade tested
Answer Document envelope(s) containing all used Student Response Booklets including those of students who did not participate
Special Handling envelope for all Student Response Booklets that require special attention with their accompanying letter of explanation. It may be that you have no materials to place in this envelope.
All used Student Test Booklets, including Braille, large print, and sheltered English mathematics test booklets.
All unused test materials (including voided booklets)
All originals and copies of the <i>Test Administrator Manual</i> NOTE: You may keep the <i>Principal/Test Coordinator Manual</i> at your school to aid you in completing the remaining tasks for this administration.
All rough drafts and prewriting activities
Bottom of Carton 1 (or last Carton)

___ Reseal each carton using heavy-duty packing tape.

___ Remove all labels on the cartons except the green Measured Progress bar code label.

___ Adhere the UPS Return Service label provided to the carton(s).

___ Mark the boxes 1 of 1, or 1 of 2, 2 of 2, etc. If your school has more than one testing grade, please handle the test materials for each grade separately.

___ Give the cartons to any UPS driver who delivers to your location. **[Do not call UPS directly to schedule a pick-up; your regular UPS driver will pick up your box(es).] Materials must be shipped on or before March 17, 2004.**

If you do not have a driver who either delivers or picks up packages at your location, you may

- 1) Bring your carton(s) to any UPS location,
- 2) Bring your carton(s) to any Mailboxes Etc.,
- 3) Request a UPS pick-up online at <http://iservices.measuredprogress.org>, or
- 4) Call Measured Progress at 1-866-812-6433 and we will arrange for a pick up.

<p>Thank you for your participation and assistance in the administration of the MEA measuring Maine’s <i>Learning Results</i>.</p>



POLICIES AND PROCEDURES FOR ACCOMMODATIONS AND ALTERNATE ASSESSMENT TO THE MEA

Learning Results legislation clearly articulates that all students will be included in state assessment at the fourth grade, eighth grade, and eleventh grade levels. The Maine Educational Assessment (MEA) has been revised to measure the standards detailed in Maine's *Learning Results*. All students in Maine will participate in the state level assessment, the MEA, through one or a combination of three avenues. Students will take the assessment through standard administration, through administration with accommodations, and/or through alternate assessment. Legal requirements for students identified for federally funded programs have been taken into account in the development of this document.

POLICIES AND PROCEDURES FOR THE PARTICIPATION OF STUDENTS WITH ACCOMMODATIONS

The policies and procedures for accommodations are designed so that all students with unique learning needs have a fair opportunity to demonstrate what they know and are able to do on the MEA.

TEST ACCOMMODATION PROCEDURES

Students who may be considered for accommodations include, but are not limited to, those who are ill or incapacitated in some way, who have limited English proficiency (LEP), who have an identified disability under IDEA-97, who are identified as having disabilities under Section 504 of the Rehabilitation Act, or who are unable to work independently in any of the subjects assessed.

All students being considered for accommodations on the MEA must have their individual situations reviewed by a team prior to the time of assessment. This team should include at least one of the student's teachers, the building principal, related services personnel, the parent(s)/guardian(s) and, whenever possible, the student. If it is not possible for the parent and student to attend the meeting, they should be consulted regarding the committee's recommendations for accommodations prior to the time of the assessment.

For a student who has an Individual Educational Plan (IEP), schools are required to address needed accommodations at a Pupil Evaluation Team (PET) meeting. Membership for this meeting is prescribed in Maine Special Education Regulations, Chapter 101, November 1, 1999.

Recommended accommodations should be consistent with accommodations already being employed in the student's instructional program. Any accommodations recommended for a student will be reflected in a statement in the cumulative folder of the student (in the IEP for a student with an identified disability under IDEA-97). See the section on documentation for a suggested format.

DOCUMENTATION OF ACCOMMODATIONS

Information about the accommodations provided for students and the reasons for providing these accommodations should be documented by marking the appropriate information on the second page of the students' response booklets. This information is to be coded in by staff—not students—**after** testing is completed. The test coordinator's and test administrator's manuals provide directions on coding in the information related to

accommodations. Every student in the district must be accounted for by completion of the first two pages of a response booklet.

As stated earlier, any accommodations made for a student and the reasons for these choices must also be reflected in a statement in the cumulative folder of the student (in the IEP for a student with an identified disability). The following is a suggested statement.

This student will participate in the ____ th grade level MEA with the following accommodations:

Section	Reason for Accommodation	Accommodation
ELA—Writing	_____	_____
ELA—Reading	_____	_____
Mathematics	_____	_____
Science and Technology	_____	_____

REPORTING STUDENTS' SCORES

All students will be included in the school's accountability system. Scores of all students who take all sessions of a content area of the MEA are included in the school's aggregate scores for the content area taken.

Note: Refer to the last page of this document for the allowable accommodation codes A-F.

POLICIES AND PROCEDURES FOR THE PARTICIPATION OF STUDENTS IN ALTERNATE ASSESSMENT

The very few students who will require an alternate assessment are the students for whom accommodations would be so significant that they would compromise the validity of the MEA tests. Every effort must be made to include students through standard administration or through administration with accommodations. This is true for not only the entire MEA, but also for the content sections within the MEA. (Refer to the previous section of this document for further guidance on accommodations.)

Maine's alternate assessment, the Personalized Alternate Assessment Portfolio (PAAP), assesses the same content areas as the MEA: English Language Arts, Mathematics, and Science and Technology. Students must be assessed in all three content areas, but may participate through any combination of administrative avenues.

PERSONALIZED ALTERNATE ASSESSMENT PORTFOLIO (PAAP) PROCEDURES

Students who may be considered for alternate assessment include, but are not limited to, those who are non-English proficient, who have an identified significant or profound disability under IDEA-97, or who are identified as having disabilities under Section 504 of the Rehabilitation Act.

All students being considered for the PAAP must have their individual situations reviewed by a team prior to the time of assessment. This team should include at least one of the student's teachers, the building principal, related services personnel, the parent(s)/guardian(s) and, whenever possible, the student. If it is not possible for the parent and student to attend the meeting, they should be consulted regarding the committee's recommendations. The PAAP will require the accumulation of evidence to be gathered during the school year and submitted in the spring of grades 4, 8, and 11. Teams are encouraged to meet during the year prior to the MEA administration year, allowing for the gathering of student work during most of the following school year.

For a student who has an Individual Educational Plan (IEP), schools are required to address the need for the alternate assessment at a Pupil Evaluation Team (PET) meeting. Membership for this meeting is prescribed in Maine Special Education Regulations, Chapter 101, November 1, 1999.

The PAAP recommended for a student will be reflected in a statement in the cumulative folder of the student (in the IEP for a student with an identified disability). See the section on documentation for a suggested format.

DOCUMENTATION OF ALTERNATE ASSESSMENT

Information about the participation of students in PAAP and the reasons for this assessment option should be documented by marking the appropriate information on the second page of the students' response booklets. This information is to be coded in by staff, not students. The test coordinator's and test administrator's manuals provide directions on coding in the information related to alternate assessments. Every student in the district must be accounted for by completion of the first two pages of a response booklet.

As stated earlier, the PAAP provided to a student and the reasons for this option must also be reflected in a statement in the cumulative folder of the student (in the IEP for a student with an identified disability under IDEA-97). The following is a suggested statement.

This student will participate in an alternate assessment to the ____ th grade level MEA:

Section

Reason for Alternate Assessment (PAAP)

ELA—Writing

ELA—Reading

Mathematics

Science and Technology

Note: Guidance on PAAP development, content, and scoring will be available through a series of regional workshops held during the next two years. For details on these events, as well as additional information on the Alternate Assessment component of the Maine Comprehensive Assessment System, please refer to the DOE web site at www.mecas.org/paap.

ALTERNATE ASSESSMENT SCORING AND REPORTING OF STUDENT SCORES

All PAAPs must be submitted by April 9, 2004 and will be scored using content rubrics generated by MDOE in collaboration with various stakeholders. All student scores, regardless of the avenue of participation (standard administration, administration with accommodations, or alternate assessment) will be included in the Comprehensive Assessment System reporting system.

Note: Refer to the next page of this document for the allowable alternate assessment content areas.

CODING FOR ACCOMMODATIONS

A. Scheduling Accommodations

Tests were administered

- A.1. at a time of day or a day of the week most beneficial to the student.
- A.2. in appropriate blocks of time for individual student needs, followed by rest breaks.
- A.3. with time extended beyond the regular test administration allotments until, in the administrator's judgment, the student could no longer sustain the activity.

B. Setting Accommodations

Tests were administered

- B.1. individually.
- B.2. in a small group.
- B.3. in a carrel.
- B.4. in an alternative setting.
- B.5. at the student's home, by school personnel.
- B.6. with the student seated in front of the classroom.
- B.7. with the teacher facing the student.
- B.8. by other school personnel known to the student (e.g., LEP, Title 1, Compensatory Education, Special Education).

C. Equipment Accommodations

Tests were administered

- C.1. with the student using magnifying equipment.
- C.2. with the student wearing noise buffers.
- C.3. using a template.
- C.4. with the student using amplification equipment (e.g., a hearing aid or auditory trainer).
- C.5. with the student using a typewriter or word processor.
- C.6. with the student using a calculator for non-calculator sessions (only if the use of a calculator is part of the student's IEP).
- C.7. using voice-actuated technology.
- C.8. using other assistive technology.
- C.9. using a bilingual dictionary.

D. Recording Accommodations

- D.1. The student's answers were dictated to and recorded by the test administrator (except for the writing sessions).
- D.2. The student wrote answers by machine or on large-spaced paper.

NOTE: Oral dictation of a writing sample is NOT an approved accommodation.

E. Modality Accommodations

- E.1. Tests were administered in large print.
- E.2. Tests were administered in Braille.
- E.3. Tests were read to the student by the test administrator (with the exception of the reading session).
- E.4. Tests were interpreted for the deaf or hearing-impaired student (with the exception of the reading passages).
- E.5. An administrator gave test directions with verification that the student understood them.
- E.6. Tests were translated into native language for an LEP student. (Translation is to be done by local personnel.)
- E.7. Tests were read in "Sheltered English" content for an LEP student in a manner that does not compromise test integrity.
- E.8. Mathematics tests were administered in sheltered English to eligible LEP Students

F. Other Accommodations

- F.1. Other (must be approved by the Department of Education in advance)*
- F.2. Other – related to Grade 8 MEA Online Assessment (must be approved by the Department of Education in advance)*

ALTERNATE ASSESSMENT

Students will be provided with an alternate assessment in the following content areas if they cannot take the MEA either through standard administration or administration with accommodations:

*English Language Arts-Writing
English Language Arts- Reading*

*Mathematics
Science and Technology*

*For further information contact: Horace (Brud) Maxcy, Coordinator, Maine Educational Assessment, Department of Education, 23 State House Station, Augusta, ME 04333, 1-207-624-6774.

MAINE EDUCATIONAL ASSESSMENT MARCH 2004 SCHOOL TEST MATERIAL TRACKING FORM

Principal Name: _____
 Grade: _____
 (Optional) Tracking Form # _____

All MEA testing materials must be tracked from one administration or storage location to another. Test administrators responsible for testing materials must complete the information requested below to document each time testing material is moved. Refer to the example below for guidance on use of this form. Retain your tracking documents at the conclusion of testing for future reference.

EXAMPLE

DATE	LOCATION—FROM	LOCATION—TO	SIGNATURE OF RESPONSIBLE ADMINISTRATOR(S)
3/1/04	Principal's office	Math classroom E37	
3/1/04	Math classroom E37	Secure storage closet, 1 st floor, Main building	

DATE	TEST MATERIAL MOVED FROM	TEST MATERIAL MOVED TO	SIGNATURE OF RESPONSIBLE ADMINISTRATOR(S)

STUDENT TRACKING INFORMATION FORM

Receiving schools must photocopy this page, complete all the information below, and return the form to the sending school with the student(s) test materials immediately at the end of the testing window. Complete one form per sending school.

Complete this form for all out-of-school placement students who attend your school. These students will become part of their sending school's MEA results, even if the students take the entire MEA in your school building. (If all students in your school are placed there by other schools, you will not receive MEA results in July.) **You must complete all of the information below.** If you need help completing this form, please call 1-800-431-8901 for assistance.

Name of Sending District	
Name of Sending School	
Contact Person at Sending School	
Telephone Number of Sending School	
Name of Placement District	
Name of Placement School	
Contact Person at Placement School	
Student Name(s)	Lithocode (10 digits on bottom left of Student Response Booklet cover)